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Title: Institutional Diversity Policy: An Historical Analysis

About the Author: I am a second year doctoral student at UIUC. I am very interested in policy issues and the language used in the policy context. I am originally from Alton, IL and attended Illinois State University for my Bachelor's in Philosophy with a minor in Anthropology. I then moved to Ohio where I attended Kent State University for my masters in higher education and then went to Michigan for a year before transferring here.

Keywords: Diversity, policy, admissions, historical

Abstract: Preliminary questions

1. Have institutional diversity policies changed over time?
 - a. Has the institutional definition of diversity shifted over time?
 - b. Did it or does it include geography and class?
 - c. Has the institutional mission reflected these policies?
2. Are the stated policy rules in use different from the rules in practice as shown through institutional student data?
 - a. What data is reported in annual reports in regard to student body composition? What is left out?
 - b. What are the levels of financial assistance received by the student body?
3. Policy statements historically focus on admissions as the access point and disregard retention of diverse student bodies. Is the shift from access to retention apparent in the institutional policy of the University of Illinois and in what ways?
 - a. Are there specific groups within the diversity framework of the institution that are targeted for retention purposes?
 - b. Who are the winners and the losers of this focus?

These questions are subject to change as the timeline of the historical period is narrowed.

Initial Exercises:	Completion date	Archive	Literature review	Data analysis	Writing
	2/27/09	Preliminary archival research			
	3/06/09	Narrow field of focus to a period of time	Begin literature review of diversity related issues and policy in time frame	Gather institutional data on student body composition	
	3/13/09	Copies of archival material	Complete literature review	Analyze student data	
	3/16/09	Follow-up with archival staff for additional material	Submit paper 2	Begin preliminary historical document analysis	
	3/20/09	Get any additional material locates	Continue literature review as necessary	Create framework for analysis	
	3/27/09			Continue document analysis	
	4/10/09			Complete data analysis	
	4/17/09				Begin writing draft of paper
	4/24/09				Allow to percolate
	5/08/09				Revise draft
	5/11/09				Submit final paper

Question: From a historical analysis, examine the institutional position and policy on diversity and how this current position has developed.

Plan: Methodology

To address issues of policy development and focus over time, an historical document analysis approach combined with quantitative analysis of

institutional data will be used. This approach requires addressing ten questions about documents used for policy analysis which include (Cizek, 1999):

1. Who wrote the document?
2. What was the context?
3. Who was the intended audience?
4. What was the story line?
5. Why was the document written?
6. What type of document was it or what was its primary purpose?
7. What were the basic assumptions made by the author?
8. Can I believe the document?
9. What can I learn about the society that produced this document?
10. What does this document mean to me?

The documents that will be used in the policy analysis will be accessed from the UIUC archives. They include: President Ikenberry's files on diversity and affirmative action; administrative correspondence on student diversity; admission's publications; alumni oral history of student experience; special committee on meeting challenges of diversity; diversity committee reports; office of instructional research reports; minority student affairs office issuances and announcements; university committee on admissions files; enrollment statistics; educational opportunities program; and state board of higher education files. At this point, there is not a specific time frame in which I propose to examine the institutional policy development in regard to diversity

at UIUC. This will be narrowed upon further investigation of what is available within the institutional archives for diversity policy and UIUC. Also, the narrowing will allow for examination of language used within the policy to describe and define diversity. For a timeline that addresses this and other issues, please see Appendix B.

The second aspect of the methodology includes analysis of institutional data on the student body within the specified time frame and in the context of the institutional diversity policies examined. This allows, in conjunction with the historical document analysis, to examine the rules in use versus the rules on the floor. This is limited in what can be inferred, however it provides a deeper picture of the policy and potentially what impact the policy had when implemented on the student body composition. This will include an examination of tuition and aid, class structure, gender of student body, race/ethnicity enrollments and retention, and geographic location of entering and transferring students. This may be limited in the future after discussion with the institutional research staff as the current institutional reports do not examine race, geographic location or socio-economic status of students, but solely reports on race/ethnicity and gender. Also, the data analysis will be limited to undergraduate students as the data on graduate students is not accessible for a period of five years. In the case that the historical document analysis includes these five years and to limit my document analysis search, the focus of the research will be on undergraduate students and the institutional policies that affect diversity of the undergraduate student body. In addition to the make-up of the student body and tuition and aid, specifically the amount of

financial aid received and the number of Pell Grant recipients within traditional students and transfer students will be examined. This will allow for inclusion of financial need into the discussion of student diversity as a proxy for student groups classified as from low socio-economic status.